

# Drakes Tail -Unit 4,Week 1

Priority Skills						
<b>Phonemic Awareness/Phonics</b> Vowel Diagraphs; Long a; ai, ay *RF.1.3c	<b>High-Frequency Words</b> Across, carry, eight, once, saw, upon, walked, borrow, trip *RF.1.3b, RF.1.3g	<b>Comprehension</b> <u>Strategy</u> : Ask Questions <u>Skill</u> : Make and Confirm Predictions *RL.1.1	<b>Writing</b> Personal Narrative *W.1.3	<b>Spelling Words</b> Mail, chain, play, rain, way, day, string, split, walked, eight *L.1.2d		
Monday		Tuesday		Wednesday		
Thursday		Friday				
<b>8:05-8:10 Morning Routine</b>	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	Roll Call Lunch Count Pledge of Allegiance *C.5.1.4	
<b>8:10-8:30 Shared Reading</b>	Robert Munsch *SL.1.2	Shared Reading *SL.1.2	Shared Reading *SL.1.2	Shared Reading *SL.1.2	Shared Reading *SL.1.2	
Discuss what the title is, author, the book cover, title page, and the author.						
<b>8:30-8:50 Story of the Week</b>	Story of the Week <u>Drakes Tail</u> : Read the story aloud doing guided instruction while reading. (10/11) *Inrto. Spelling Words-Use in a sentence *SL.1.2	Echo Read Story :Oral Reading Cards: <u>Drakestail</u> List words: encourage, friendship, relationship, rely, suggest (9E) Complete Prediction Chart. (Teaching Chart pg. 84) When you make a prediction, you make a good guess about what will happen next in the story and the pictures help you to think about what will happen next. Then you can check, or <u>confirm</u> , your prediction by reading the part that tells you whether your prediction was correct. *SL.1.2	Stick read the story. Pull sticks out of the cup to determine who will read. What <b>friendships</b> or <b>relationships</b> are important to you? Why is it good to know that you can <b>rely</b> on your friends? What do your friends <b>encourage</b> you to do? What do you <b>suggest</b> that your friends do? *SL.1.2	Read story with a partner. What two words mean "special connections"? Which word means "to offer an idea"? Which word goes with "trust" and "depend"? Which word is the opposite of discourage? *SL.1.2	Listen to the story while following along.	
<b>8:50-9:05 Reading Assessment</b>	Reading Assessment: Practice Book pg. 151/152 *RF.1.3b, RF.1.3g	Reading Assessment: Practice Book pg. 153/154	Reading Assessment: Practice Book pg.155/156	Reading Assessment: Practice Book pg: 157/158	Reading Assessment: Reading Test	

<b>9:15-10:15 Center Time/ Reading Groups Centers</b> <b>**10 Min. on Timer for all 6 groups</b>	1. Write a letter 2. AR Test/Library 3. Sight Words 4. Write words 5x 5. Ipads - IXL 6. Reading Groups	1. Write a letter 2. AR Test/Library 3. Sight Words 4. Spelling Worksheet 5. Ipads - IXL 6. Reading Groups	1. Write a letter 2. AR Test/Library 3. Sight Words 4. Magnets 5. Ipads - IXL 6. Reading Groups	1. Write a letter 2. AR Test/Library 3. Sight Words 4. Add spelling words 5. Ipads - IXL 6. Reading Groups	1. Write a letter 2. AR Test/Library 3. Sight Words 4. Worksheet 5. Ipads - IXL 6. Reading Groups
	<p><b><u>Orange:</u></b>  Say: Nail and quail. Now I will say a sound and you add /AI/ to then end to make a word: /h/, /m/, /p/, /r/, /s/, /t/. Read, Spell, Write  HFW: across, carry, eight, once, saw, upon, walked, borrow, trip.  Decodable Reader: Too Much Rain Today. and Fox and Snail</p> <p><b><u>Blue:</u></b>  Have kids read words: sang, may, braid, pail, fang, trail, rain, play, day, ray, snail, bang, tail, thank, main, brain, gray, strain.  Decodable Reader: Too Much Rain Today. And A Day with Pig and Mule</p> <p><b><u>Green:</u></b>  Talk about bossy R. Have kids read: car, part, snarl, park, shark, start, dart, harsh, farm, smart, jar, hard, cart, yard, spark.  Leveled Reader: Plop!  *RF.1.3d, RF.1.3, RF.1.4</p>	<p><b><u>Reading Groups</u></b></p> <p style="text-align: center;">*RF.1.3, RF.1.4</p>	<p>Reading Groups</p> <p style="text-align: center;">*RF.1.3, RF.1.4</p>	<p><b><u>Running Records for all groups.</u></b></p> <p style="text-align: center;">* RF.1.3, RF.1.4</p>	<p><b><u>Finish Running Records.</u></b></p> <p><b><u>If students are done, they may read their extra readers.</u></b></p> <p style="text-align: center;">* RF.1.3, RF.1.4</p>

<p>10:15-10:25 <b>Phonemic Awareness</b></p>	<p>I am going to say two words. If the two words rhyme, Happy will jump up. Listen: sail, tail. Do sail and tail rhyme? Look! Happy is jumping! They rhyme because they both have the same ending sounds /A/. What other words rhyme with sail and tail? Now let's try it together. I will say two words. Tell me if they rhyme. Maid, paid Clay, clap May, day Play, way Wait, bait Train, trap Let's try some harder ones, I will say a group of words, you tell me which two words rhyme. Snail, mail, snow Clay, grass, gray Freight, great, way Frail, frame, claim Stray, strong, play Straight, pail, grate Can you tell me a rhyming word for each word I say? Trail; braid; stain; brain; sprain; strain</p> <p style="text-align: right;">*RF.1.2</p>	<p>Listen carefully as I say three words: wait, sail, cap. Two have /A/ in the middle, and one does not. The words wait and sail have the /A/ vowel sound. The word cap doesn't. It doesn't belong. I will say three words. Tell me which word does not belong and why. Paid, pan, main Back, fail, bait Say, may, try Stray, tray, key</p> <p style="text-align: right;">*RF.1.2d</p>	<p>I am going to hold up one finger as I say each sound. Then I will blend the sounds to form a word. Listen and watch: /w//A//t/, This word has three sounds, Wait. Let's do some more together. Hold up one finger for each sound that you hear. I will say one sound at a time. Then we will blend the sounds together. /m//A/ /n//A//l/ /k//l//A/ Now it's your turn: /s//t//A/ /p//l//A/ /d//A/ /ch//A//n/ /s//A/ /t//r//A/</p> <p style="text-align: right;">*RF.1.2</p>	<p>Listen as I say a word: If the words rhyme, Happy will jump. Listen: plain, drain. Do they rhyme? Both plain and drain end in /A//n/. I notice that plain and drain also begin with a consonant blend. Happy, which other words rhyme with plain and drain? It has to end in /A//n/. Yes, brain also rhymes! AND brain also begins with a consonant blend. Tell me the sounds that rhyme in these words. Then add another rhyming word. Braid, grade Mail, tail Grain, strain Stray, play</p> <p style="text-align: right;">*RF.1.2</p>	<p>I am going to say a word sound by sound, I want you to blend the sounds to form the word. Let me try first. The sounds are /h//A//l/. hail. Your turn. /r//A//d/ /t//A//l/ /s//t//A//n/ /t//r//A//t/ /g//r//A/ /s//p//r//A/ Now I am going to say a word. I want you to say each sound in the word. Let me try first. Braid: /b//r//A//d/ How many sounds in these words? Aim; say; drain; clay; wait; strain; hay; pail; tray; snail</p> <p style="text-align: right;">*RF.1.2b, RF.1.2d</p>
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<p>10:25-10:50 <b>Phonics</b></p>	<p>Phonics: Long a; ai, ay Say: <i>Train</i> with me, <u>Train</u>. The sound /A/ can be spelled with the letters ai or ay. Say it with me /A/, this is the sound in the middle of the word train. Listen: /t//r//A//n/. Watch as I write ai and ay. I'll say /A/ as i write the letters many times. Now do it with me, Say /A/ as you write the letters ai and ay five times. Teaching Chart: pg.82 *Practice Book pg. 151 *RF.1.3d</p>	<p>Phonics: Long a; ai, ay Write; rain. Say all the sounds in this word. Notice that the ai says /A/. Continue with Trail, bay, braid, play, sway, nail, pail, pay, bait, wait, way, say, sail, snail, quail. Read teaching chart pg82 *RF.1.3d</p>	<p>Phonics: Long a; ai, ay Train has the middle sound /A/, /A/ can be spelled with ai or ay. We've been reading words with the /A/ sound all week. Today we will read some more. Write: ray, say all the sounds. Continue with: snail, stay, claim, spray, thank, strain Have students read teaching chart pg. 86 Practice Book pg. 156 *RF.1.3d</p>	<p>Phonics: Long a; ai, ay Write: mail, Say all the sounds. Continue with: day, gray, may, say, train, wail, play, sway, tray, brain, train, ray, spray, sprain, strain. Teaching Chart pg. 86 *RF.1.3d</p>	<p>Phonics: Long a; ai, ay Write: spray, do all the sounds together. Have children write these words on their marker boards: Day; rail; pain; main; bay; snail; may; chain; fail; jay; gray; laid; say; stray; plainer; play; trait; drain; frail; maid Teacher Chart: 82 and 86. Practice Book pg. *Spelling Test -Add words to word wall *RF.1.3d</p>
<p>10:50-11:05 <b>Handwriting</b></p>	<p>pg.</p>	<p>pg</p>	<p>pg</p>	<p>pg</p>	<p>pg</p>
<p><b>11:10-11:45 Lunch &amp; Recess : Walk kids to Lunchroom (Get milk for Ethan) and Duty teacher will bring them back.</b></p>					
<p>11:45-12:00 <b>Calendar Time</b></p>	<p>Have students Sing: Months, Days of the Week, Money Song. Have students Count by: 2's, 10's, and 5's. What is the Day of the Week? Month? How many days in a week? Months in a year? Days in this month? What is today's date? What was today's weather like? (add to calendar). Count to 120 starting at any number. Read and write numbers to 120. *1.NBT.1 *ESS.8.1.3</p>				
<p>12:00-12:45 <b>Math</b></p>	<p>Measurement- What is measurement? Watch Peep Feet Video and think about how to measure. Practice measuring with different objects- centers. 1.MD.2</p>	<p>Measurement- Measure with inches 1.MD.2</p>	<p>Measurement- Review Worksheet 1.MD.2</p>	<p>Measurement- Measure with feet 1.MD.2</p>	<p>Measurement - Activity and Worksheet 1.MD.2</p>

<p>12:45-1:00 English</p>	<p>Tell them that was and were are verbs that tell about things that have already happened, or are in the past. We use was to tell about one person, place or thing; The boy was in the park. We use were to tell about more than one person, place or thing; the boys were in the park. Write:</p> <ol style="list-style-type: none"> <li>1. Dad ___ not at home.</li> <li>2. Mom and Dad _ at the game</li> <li>3. The game ___ over at 9:00.</li> <li>4. The players _ happy.</li> <li>5. We ___ glad they won.</li> <li>6. Carlos ___ the best player of all.</li> <li>7. Roas and Carlos ___ tired.</li> <li>8. They ___ eager to go home.</li> <li>9. The dogs ___ glad to see us.</li> <li>10. One puppy ___ asleep.</li> </ol> <p>*Grammar Practice Book pg. 71</p> <p style="text-align: right;">*L.1.2b</p>	<p>Remind them that the verbs was and were tell about things that happened in the past. Review that the verb was tells about one person, place or thing and were tells about more than one. Write:</p> <ol style="list-style-type: none"> <li>1. The kids ___ at the pond</li> <li>2. The pond ___ full of ducks.</li> <li>3. One duck ___ small.</li> <li>4. The duck ___ lost.</li> <li>5. Two big ducks ___ helpful.</li> <li>6. Their quacking ___ funny.</li> <li>7. The small duck ___ back.</li> <li>8. The girls ___ glad.</li> <li>9. THe boys ___ happy.</li> <li>10. The pond ___ still.</li> </ol> <p>Grammar Practice pg. 72</p> <p style="text-align: right;">*L.1.1j</p>	<p>Review with them that was and were are verbs we use to tell about the past. Use was to tell about one person, place or thing and were to tell about more than one. Write:</p> <ol style="list-style-type: none"> <li>1. The trip ___ long.</li> <li>2. Our friends ___ at home.</li> <li>3. The train ___ not late.</li> <li>4. We _- glad to get back home.</li> </ol> <p>PROPER NOUNS Proper nouns are the names of special people, places, and things. Willie, Redding, and Flying Mountain are proper nouns. Proper nouns begin with a capital letter. Like: Kim, Ms. White, Arkansas, Nemo Vista School, Center Ridge. Write: 1. The shop was on main street. 2. I looked for a book on rome. 3. We met miss day for lunch. 4. pam's bike was here.</p> <p>Grammar Practice pg 73</p> <p style="text-align: right;">*L.1.1j, L.1.2b</p>	<p>Review the words didn't doesn't and isn't, they should be able to read these words and what words make up the contraction.</p> <p style="text-align: right;">Grammar Practice pg 74</p> <p style="text-align: right;">*L.1.1j</p>	<p>Review with them that was and were are verbs we use to tell about the past. Use was to tell about one person, place or thing and were to tell about more than one. Write:</p> <ol style="list-style-type: none"> <li>1. The boys was friends.</li> <li>2. One boy were in my class.</li> <li>3. The girls was friends, too.</li> <li>4. The boys and girls was a team.</li> </ol> <p>Have students correct sentences. PROPER NOUNS Remind them that proper nouns are names of special people, pets, places, things, and months. They begin with a capital letter. Write: We went to pat's house. The shop was on vine lane. We shopped for our dog max. We got max in may.</p> <p style="text-align: right;">Grammar Practice pg 75 *L.1.1j, L.1.2b</p>
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<b>1:00-1:20</b> <b>Writing</b>	Finish Writing "Mama do you love me" writings *W.CCR.10, W.1.3, W.1.8	Present "Mama, do you love me" writings to the class *W.CCR.10, W.1.3, W.1.5	Talk about how to research topic on Presidents. What questions do we have about presidents? Write questions down on chart paper *W.CCR.10, W.1.5, W.CCR.4	Begin to research about presidents together on KIDREX.com *W.CCR.10 W.1.5	Write paper together about president from research done on KIDREX.com *W.CCR.10 W.1.6
<b>1:20-2:00</b> <b>Activity</b>	Library Mrs. Trafford	PE Coach Setzer	PE Coach Setzer	Art Mrs. B	Music Mrs. Smith
Take Students to their activity and pick them up.					
<b>2:00-2:15 Recess</b> - Take students to recess and stay on duty.					
<b>2:15-3:00</b> <b>Science / Social Studies/ Health and Safety</b>	Students will need to take a bathroom break. While students are doing a bathroom break, send them to AR test with Mrs. Mary Jean on the Shared Reading Story for the day and let them test on their extra readers.				
	Computer Lab Successmaker	Computer Lab Successmaker	Mrs. Barnhardt	Incomplete Metamorphosis *LAB* LS.3.1.2	Incomplete Metamorphosis LS.3.1.2